

Agency Funds
Combining Statement of Changes in Assets and Liabilities
Fiscal Year Ended June 30, 2000
(Amounts in thousands)

	Balance July 1, 1999	Additions	Deductions	Balance June 30, 2000
<u>Central Agency Funds</u>				
ASSETS				
Cash and short-term investments.....	\$ 175,373	\$ 3,330,909	\$ 3,295,698	\$ 210,584
Annuity contracts.....	1,415,716	189,942	199,131	1,406,527
Taxes receivable.....	2,584	1,247	2,584	1,247
Total assets.....	<u>\$ 1,593,673</u>	<u>\$ 3,522,098</u>	<u>\$ 3,497,413</u>	<u>\$ 1,618,358</u>
LIABILITIES				
Accounts payable.....	\$ 6,400	\$ 1,437,586	\$ 1,384,999	\$ 58,987
Due to cities and towns.....	25,260	276,951	275,735	26,476
Due to federal government.....	-	63	63	-
Prizes payable.....	1,415,716	189,942	199,131	1,406,527
Agency liabilities.....	113,867	1,714,623	1,702,122	126,368
Due to component units.....	32,430	-	32,430	-
Total liabilities.....	<u>\$ 1,593,673</u>	<u>\$ 3,619,165</u>	<u>\$ 3,594,480</u>	<u>\$ 1,618,358</u>
<u>Court Escrow and Client Accounts</u>				
ASSETS				
Cash and short-term investments.....	\$ 77,948	\$ 705,216	\$ 712,663	\$ 70,501
Assets held in trust.....	35,575	34,266	24,207	45,634
Other receivables.....	36,000	44,249	36,000	44,249
Total assets.....	<u>\$ 149,523</u>	<u>\$ 783,731</u>	<u>\$ 772,870</u>	<u>\$ 160,384</u>
LIABILITIES				
Agency liabilities.....	\$ 149,523	\$ 416,919	\$ 406,058	\$ 160,384
Total liabilities.....	<u>\$ 149,523</u>	<u>\$ 416,919</u>	<u>\$ 406,058</u>	<u>\$ 160,384</u>
<u>Statutory Bonds and Deposits</u>				
ASSETS				
Cash and short-term investments.....	\$ 86	\$ -	\$ -	\$ 86
Assets held in trust.....	1,911,271	225,136	60,094	2,076,313
Total assets.....	<u>\$ 1,911,357</u>	<u>\$ 225,136</u>	<u>\$ 60,094</u>	<u>\$ 2,076,399</u>
LIABILITIES				
Agency liabilities.....	\$ 1,911,357	\$ 225,136	\$ 60,094	\$ 2,076,399
Total liabilities.....	<u>\$ 1,911,357</u>	<u>\$ 225,136</u>	<u>\$ 60,094</u>	<u>\$ 2,076,399</u>

	Balance July 1, 1999	Additions	Deductions	Balance June 30, 2000
<u>Total Agency Funds</u>				
ASSETS				
Cash and short-term investments.....	\$ 253,407	\$ 4,036,125	\$ 4,008,361	\$ 281,171
Annuity contracts.....	1,415,716	189,942	199,131	1,406,527
Assets held in trust.....	1,946,846	259,402	84,301	2,121,947
Taxes receivable.....	2,584	1,247	2,584	1,247
Other receivables.....	36,000	44,249	36,000	44,249
Total assets.....	<u>\$ 3,654,553</u>	<u>\$ 4,530,965</u>	<u>\$ 4,330,377</u>	<u>\$ 3,855,141</u>
LIABILITIES				
Accounts payable.....	\$ 6,400	\$ 1,437,586	\$ 1,384,999	\$ 58,987
Due to cities and towns.....	25,260	276,951	275,735	26,476
Due to federal government.....	-	63	63	-
Prizes payable.....	1,415,716	189,942	199,131	1,406,527
Agency liabilities.....	2,174,747	2,356,678	2,168,274	2,363,151
Due to component units.....	32,430	-	32,430	-
Total liabilities.....	<u>\$ 3,654,553</u>	<u>\$ 4,261,220</u>	<u>\$ 4,060,632</u>	<u>\$ 3,855,141</u>



Children spent relatively little time in school during the early nineteenth century. There were thousands of schoolhouses in the countryside and even more tutorial efforts in individual houses. But learning to read and write was squeezed into a myriad other activities ranging from going to church, to farming, to doing household chores. A coalition of moral reformers reconceptualized the role of schools in the 1830s and 1840s. These reformers distinguished the role of schools from other influences. They invented public schools as a way to cope with the transformations of the era: of work from agriculture to industry, of residence from rural to urban, and of the student body from native-born to (partially) immigrant. This movement began in New England and spread to the rest of the country over the next century.

At the same time, more New Englanders were choosing to postpone their entry into the labor force until they had completed high school. Between 1910 and 1938 the high school graduation rate – the fraction of seventeen-year-olds graduating from high school each year – in New England rose from 16 percent to 60 percent. One important reason for the spectacular rise in high school enrollment and graduation rates after 1900 was a pronounced shift in curriculum. The traditional high school curriculum, which emphasized Greek, Latin, and scientific subjects, was geared primarily to preparing students for college. After 1900, however, communities across the country began to introduce alternative vocational and technical tracks in response to the growing needs of employers for workers able to “read manuals, interpret blue-prints, use complex formulas, and understand the fundamentals of geometry, chemistry, and electricity.” Reflecting this shift, enrollment and graduation rates in New England and other non-southern states shot upward, attaining by 1940, levels that would remain in place into the 1960s. The increase in enrollments was especially pronounced for females, many of whom could put their investment in education to immediate use in the expanding area of clerical and office jobs.

Photography of the Lydia Pinkham factory courtesy of Lynn Historical Society
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